

# HUMAN SEXUALITY

## Argosy University – Course Syllabus

Spring 2007

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**Class:** PC6200 Human Sexuality  
**Program:** M.A. - Counseling Psychology  
**Instructor:** Heather Martarella, Psy.D.  
**Email:** drmartarella@gmail.com (best way to contact me)  
**Telephone:** 510-967-2474  
**Format:** Weekly in class sessions for 5 weeks  
**Class Meets:** Thursdays 9:30-12:30 on 1/10, 1/17, 1/24, 1/31, and 2/7

**All communication from your instructors and the department will be sent to your Argosy email address. You are responsible for checking your Argosy email regularly.**

### **Required Text:**

Crooks and Bauer. *Our Sexuality*. 10<sup>th</sup> Edition.  
Publisher: Wadsworth  
ISBN: 0495095540

### **Final Date to Drop the Class:**

To receive a “W” grade a student must officially drop this class by the date listed below that corresponds to this course’s term and length (indicated by bold type). Students may not withdraw from this course after the date this date. If a student chooses to discontinue course work after the final drop date, the student may receive an “F” grade for the course.

Full Spring Term (15 week courses): March 17, 2008

**Spring First Session (7 ½ week courses): February 11, 2008**

Spring Second Session (7 ½ week courses): April 3, 2008

### **Course Description:**

Human Sexuality is a basic course providing an introduction to a wide variety of sexual concerns, interests, and issues, which present in therapy. Portions of sexually explicit videos may be shown. Topics to be either addressed in the readings and/or discussed include: basic sexual anatomy and physiology; sexual orientation, sexuality and aging, gender and sexual diversity issues, sex and the disabled, STDs and safe sex, the impact of prescription and recreational drugs on sexuality, atypical, problematic, and illegal sexual behavior.

### **Course Objectives:**

The primary objective of this course is to introduce students to the basics of Human Sexuality and to increase their awareness of how issues of sexuality arise and are addressed in clinical settings.

Upon completion of this course students should be able to:

- Ψ Know basic factual sex information: anatomy and physiology of sex, STDs and their prevention, safe sex, and how to access additional resources.
- Ψ Identify how the therapist's attitudes, biases, lack of information in sexual matters may impact therapy.
- Ψ Identify when to refer to a therapist more skilled or comfortable with a particular sexual issue or sexual orientation or a sex positive medical professional: urologists; gynecologists; endocrinologists; proctologists; internists.
- Ψ Discuss issues of the right to responsible sexual expression: (sex and the disabled, sex and aging, unusual consensual sexual interests, etc.)
- Ψ Understand the crucial role of therapist-as-educator and the importance of providing clients with accurate information and helpful resources.
- Ψ Exercising caution about assuming that a sexual problem is psychological.
- Ψ Know the laws and professional ethics which govern sexual issues in the therapy office.

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Spring Full Term (15 week courses):

Spring First Session (7 ½ week courses):

**Spring Second Session (7 ½ week courses):**

**Program Outcomes: Master of Arts in Counseling Psychology:**

**Program Outcome One: Professional Practice**

**Competency 1: Assessment and Skills**

Formulate assessments of psychological functioning and apply therapeutic intervention strategies when working with individuals, couples, families, and groups, toward the development of optimal mental health.

**Competency 2: Theory**

Interpret and apply psychological and developmental theories to therapeutic intervention strategies.

**Competency 3: Writing**

Employ media and technology when presenting counseling information orally and in writing, so that the presentation is concise, organized, well supported, professional, and appropriate to the audience.

**Program Outcome Two: Research**

**Competency 1:** Analyze research, and translate research findings for improvement of counseling services using statistics and program evaluation methods.

**Program Outcome Three: Interpersonal Effectiveness and Professional Development**

**Competency 1:** Students will develop positive relationship skills that promote personal and professional development via effective communication, encouragement, empathy, respect for others, self-awareness, and other-awareness.

- a. Apply active listening communication skills in interpersonal scenarios to establish empathetic relationships.
- b. Analyze the importance of effective nonverbal communication skills in interpersonal relationships.
- c. Solicit and utilize feedback to build and maintain interpersonal relationships.

**Program Outcome Four: Ethics**

**Competency 1:** Using the American Counseling Association’s Standards of Practice /or the American Psychological Association’s Ethical Code, as well as, and local state law as it applies to the behavior of mental health professionals, identify ethical dilemmas and apply ethical decision making strategies while engaging in professional activities.

**Program Outcome Five: Diversity**

**Competency 1: Multicultural Skills**

Provide assessment, counseling, and consultation services in work with clients by applying psychological and multicultural theories and research to diverse populations, and modifying interventions as needed to work effectively with diverse clients.

**Competency 2: Multicultural Awareness**

Examine personal values and biases, reflect on beliefs, and understand how they impact work with clients and interpersonal relationships with other students and faculty.

**Competency 3: Multicultural Knowledge**

Identify and assess the complexity and multidimensionality of cultural/diversity theories and issues in the field of counseling psychology while working with clients and interpersonal relationships with other students and faculty.

**Reading and Lecture Schedule:**

Please read, and be prepared to discuss, all relevant chapters prior to attending each class.

1/10/08	Perspectives on Sexuality Sex Research: Methods and Problems. Gender Issues
1/17/08	Female Sexual Anatomy and Sexuality Male Sexual Anatomy and Physiology Sexual Arousal and Response
1/24/08	Sexually Transmitted Diseases Sexuality During Childhood and Adolescence Sexuality and the Adult Years
1/31/08	Love and Communication in Intimate Relationships Conceiving Children: Process and Choice
2/7/07	Atypical Sexual Behavior Sexual Coercion FINAL EXAM

**Reflection Papers:**

Each student will complete 5 reflection papers. The papers will be completed at the end of each class and will be approximately 1 page in length. This assignment will be explained further during the first class.

**Class Participation & Attendance:**

You are expected to attend all classes. Unless special arrangements are made ahead of time with the instructor, your final grade will be negatively impacted by any absences. You will earn up to 10% per class for attending and participating in a meaningful way

during the five class meetings. School policy dictates minimal attendance required to earn credit for any class. If you miss more than 8 hours of instruction for any reason, you will need to withdraw from the class or receive a grade of F.

**Final Exam:**

The exam may include multiple choice questions and brief essay questions.

<p><b>Grades will be based on the following:</b>          Participation &amp; Attendance: 50%          5 Reflection Papers: 25%          Final Exam: 25%</p>	<p><b>Grading:</b>          93-100 = A          90-92 = A-          87-89 = B+          83-86 = B          80-82 = B-          77-79 = C+          73-76 = C          70-72 = C-          69 and below = F</p>
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**Criteria for Class Participation**

Grade	
A = 90+	Student actively participated in discussions in <b>&gt;80%</b> of class sessions; <b>nearly all</b> comments were <b>thought provoking and incorporated material from the assigned readings</b>
B = 80 – 89	Student actively participated in discussions in <b>&gt;80%</b> of class sessions; <b>most</b> of the comments were thought provoking and incorporated material from the assigned readings
C = 70 – 79	Student participated in discussions in <b>&gt;70%</b> of class sessions; comments/questions demonstrate a surface level understanding of course topics
F = <70	Student participated in <b>&lt;70%</b> of class sessions; comments/questions did not demonstrate an understanding of course topics, or <b>student did not participate</b> in class discussions.

**Criteria for Paper**

Grade	
A = 90+	Paper is in appropriate APA format, well thought out, and provides <b>excellent</b> coverage of material
B = 80 – 89	Paper is well thought out, but is missing one component of APA format OR coverage of material is <b>adequate</b>
C = 70 – 79	Insufficient number of references provided AND <b>limited</b> coverage
F = <70	Paper is disorganized AND coverage is not adequate AND does not conform to APA format, or there is evidence of <b>plagiarism</b> , or paper not submitted

**University Policies:**

**Library**

*All resources in Argosy University's online collection are available through the Internet. The campus librarian will provide students with links, user IDs, and passwords.*

Library Resources: Argosy University's core online collection features nearly 21,000 full-text journals and 23,000 electronic books and other content covering all academic subject areas including Business & Economics, Career & General Education, Computers, Engineering & Applied Science, Humanities, Science, Medicine & Allied Health, and Social & Behavior Sciences. Many titles are directly accessible through the Online Public Access Catalog at <http://library.argosy.edu>. Detailed descriptions of online resources are located at <http://library.argosy.edu/misc/onlinedblist.html>.

In addition to online resources, Argosy University's onsite collections contain a wealth of subject-specific research materials searchable in the Online Public Access Catalog.

Catalog searching is easily limited to individual campus collections. Alternatively, students can search combined collections of all Argosy University Libraries. Students are encouraged to seek research and reference assistance from campus librarians.

Information Literacy: Argosy University's Information Literacy Tutorial was developed to teach students fundamental and transferable research skills. The tutorial consists of five modules where students learn to select sources appropriate for academic-level research, search periodical indexes and search engines, and evaluate and cite information. In the tutorial, students study concepts and practice them through interactions. At the conclusion of each module, they can test their comprehension and receive immediate feedback. Each module takes less than 20 minutes to complete. Please view the tutorial at <http://library.argosy.edu/infolit/>

### **Academic Policies**

Academic Dishonesty/Plagiarism: In an effort to foster a spirit of honesty and integrity during the learning process, Argosy University requires that the submission of all course assignments represent the original work produced by that student. All sources must be documented through normal scholarly references/citations and all work must be submitted using the *Publication Manual of the American Psychological Association, 5th Edition (2001)*. Washington DC: American Psychological Association (APA) format. Please refer to Appendix A in the *Publication Manual of the American Psychological Association, 5th Edition* for thesis and paper format. Students are encouraged to purchase this manual (required in some courses) and become familiar with its content as well as consult the Argosy University catalog for further information regarding academic dishonesty and plagiarism.

Scholarly writing: The faculty at Argosy University is dedicated to providing a learning environment that supports scholarly and ethical writing, free from academic dishonesty and plagiarism. This includes the proper and appropriate referencing of all sources. You may be asked to submit your course assignments through "Turnitin," ([www.turnitin.com](http://www.turnitin.com)), an online resource established to help educators develop writing/research skills and detect potential cases of academic dishonesty. Turnitin compares submitted papers to billions of pages of content and provides a comparison report to your instructor. This comparison detects papers that share common information and duplicative language.

### **Americans with Disabilities Act Policy**

It is the policy of Argosy University to make reasonable accommodations for qualified students with disabilities, in accordance with the Americans with Disabilities Act (ADA). If a student with disabilities needs accommodations, the student must notify the Director of Student Services. Procedures for documenting student disability and the development of reasonable accommodations will be provided to the student upon request.

Students will be notified by the Director of Student Services when each request for accommodation is approved or denied in writing via a designated form. To receive accommodation in class, it is the student's responsibility to present the form (at his or her discretion) to the instructor. In an effort to protect student privacy, the Department of Student Services will not discuss the accommodation needs of any student with instructors. Faculty may not make accommodations for individuals who have not been approved in this manner.

**The Argosy University Statement Regarding Diversity**

Argosy University prepares students to serve populations with diverse social, ethnic, economic, and educational experiences. Both the academic and training curricula are designed to provide an environment in which students can develop the skills and attitudes essential to working with people from a wide range of backgrounds.